



Department of
Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor

To: Mike DeWine, Governor
Larry Obhof, Senate President
Larry Householder, Speaker of the House
Kenny Yuko, Senate Minority Leader
Emilia Sykes, House Minority Leader
LSC Director Mark Flanders

From: Randy Gardner, Chancellor, Ohio Department of Higher Education **RG**

Date: February 15, 2019

Subject: Report regarding aggregate academic growth for students in teacher preparation programs

In accordance with Section 3333.041^{*} of the Ohio Revised Code, my office is required to report on educator preparation program metrics that are "aligned with the standards and qualifications for educator licenses adopted by the state board of education under section 3319.22 of the Revised Code and the requirements of the Ohio teacher residency program established under section 3319.223 of the Revised Code."

For this report, the chancellor is required to:

- Use the value-added progress dimension prescribed by section 3302.021 of the Revised Code or the alternative student academic progress measure if adopted under division (C)(1)(e) of section 3302.03 of the Revised Code.
- Aggregate the data by graduating class for each approved teacher preparation program, except that if a particular class has ten or fewer graduates to which this section applies, the chancellor shall report the data for a group of classes over a three-year period.

The statewide report is provided here. Reports detailing results for each institution and each licensure preparation program are posted online at: <https://www.ohiohighered.org/educator-accountability/2018-performance-reports>.

* Correct R.C. is 3333.048 DAT 2/21/2019

25 South Front Street
Columbus, Ohio 43215

phone 614.466.6000
fax 614.466.5866
web www.OhioHigherEd.org

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**Ohio Teacher Evaluation System (OTES) Results for Ohio
Teachers Prepared by an Ohio Educator Preparation Provider**

Reporting Period from Sept 1, 2017 to Aug 31, 2018
(Data Source: Ohio Department of Education)

Description of Data:

Ohio's system for evaluating teachers (Ohio's Teacher Evaluation System) provides educators with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement. The system is research-based and designed to be transparent, fair, and adaptable to the specific contexts of Ohio's school districts. Furthermore, it builds on what educators know about the importance of ongoing assessment and feedback as a powerful vehicle to support improved practice. Teacher performance and student academic growth are the two key components of Ohio's evaluation system.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results is actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Limitations of the Ohio Teacher Evaluation System (OTES) Data:

1. The information in the report is for those individuals receiving their licenses with effective years of 2014, 2015, 2016, and 2017.
2. The teacher evaluation data in this report are provided by the Ohio Department of Education.
3. Due to Ohio law, results must be masked for institutions with fewer than 10 completers with OTES data.

Associated Teacher Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2014	1410	1401	212	N<10
2015	1122	1356	226	N<10
2016	756	1296	290	N<10
2017	474	928	306	N<10

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**Ohio Principal Evaluation System (OPES) Results for
Individuals Completing Principal Preparation Programs**

Reporting Period from Sept 1, 2017 to Aug 31, 2018
(Data Source: Ohio Department of Education)

Description of Data:

Ohio's system for evaluating principals (Ohio's Principal Evaluation System) provides building leaders with a detailed view of their performance, with a focus on specific strengths and opportunities for improvement.

The Ohio Principal Evaluation System (OPES) data reported here are limited in that the information in the report is for those individuals receiving their licenses with effective years of 2014, 2015, 2016, and 2017.

An apparent dip in evaluations for the most recent "Initial License Effective Year" cohort comes from the perception that any given year's evaluation results is actually a chronological view of evaluations. Rather, it's a view of the evaluations from that school year, showing four different cohorts of licensed educators. The most recently licensed cohort will eventually have more evaluation results in its second year as more educators find employment as teachers or principals.

Associated Principal Evaluation Classifications				
Initial Licensure Effective Year	# Accomplished	# Skilled	# Developing	# Ineffective
2014	53	71	13	N<10
2015	45	57	N<10	N<10
2016	13	27	N<10	N<10
2017	12	16	N<10	N<10

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Field and Clinical Experiences for Candidates

Reporting Period from Sept 1, 2017 to Aug 31, 2018
(Data Source: Ohio Educator Preparation Providers)

Description of Data:

Ohio requires that educator candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements beyond the requisite statewide minimums for these placements vary by institution and by program. The information below is calculated based on data reported by Ohio Educator Preparation Providers.

Teacher Preparation Programs	
Field/Clinical Experience Element	Statewide Data
Statewide average minimum number of field/clinical hours required of candidates in the School of Education	127.79
Statewide average maximum number of field/clinical hours required of candidates in the School of Education	317.50
Statewide median number of hours required in student teaching experience	490.00
Statewide average number of weeks required in student teaching experience	14.23
Percentage of candidates satisfactorily completing their student teaching experience	99%

Principal Preparation Programs	
Field/Clinical Experience Element	Statewide Data
Statewide average (mean) number of weeks in internship	26.27
Number of candidates who started internship	1036
Number of candidates who completed internship	1003
Percentage of candidates who satisfactorily completed internship	97%

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Ohio Educator Licensure Examination Pass Rates

Reporting Period from Sept 1, 2016 to Aug 31, 2017
(Data Source: USDOE Title II Report)

Description of Data:

Ohio educator licensure requirements include passage of all requisite licensure examinations at the state determined cut score. The reported results reflect Title II data, and therefore represent pass rate data solely for initial licenses. Further, because the data are gathered from the Title II reports, there is a one year lag in accessing the data. Teacher licensure pass rate data are the only reported metric for which the data do not reflect the reporting year 2017-2018.

As of 2013, the Ohio Assessments for Educators replaced the Praxis subject assessments for initial licensure. Some Praxis II assessments are still being reported because recent program completers took those tests in or before 2013.

All Licensure Tests		
Completers Tested	Completers Passed	Pass Rate
4416	4176	95%

ACTFL Assessments					
Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
OPI French	1006	6	N<10	N<10	N/A
OPI German	1007	6	N<10	N<10	N/A
OPI Mandarin	1013	6	N<10	N<10	N/A
OPI Spanish	1018	6	27	27	100%
WPT Chinese	2002	6	10	10	100%
WPT French	2005	6	N<10	N<10	N/A
WPT German	2006	6	N<10	N<10	N/A
WPT Spanish	2015	6	34	34	100%
OPic Spanish	3002	6	N<10	N<10	N/A
OPI French	3003	6	N<10	N<10	N/A

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Ohio Assessments for Educators (OAE)					
Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
APK: Early Childhood (PK-3)	001	220	1674	1657	99%
APK: Middle Childhood (4-9)	002	220	653	627	96%
APK: Adolescence to Young Adult (7-12)	003	220	843	843	100%
APK: Multi-Age (PK-12)	004	220	1138	1115	98%
Agriscience	005	220	14	14	100%
Art	006	220	95	86	91%
Biology	007	220	40	37	93%
Business Education	008	220	N<10	N<10	N/A
Chemistry	009	220	27	26	96%
Early Childhood Education	012	220	1703	1686	99%
Early Childhood Special Education	013	220	227	225	99%
Earth and Space Science	014	220	N<10	N<10	N/A
English Language Arts	020	220	304	298	98%
English to Speakers of Other Languages	021	220	21	21	100%
Family and Consumer Sciences	022	220	N<10	N<10	N/A
Health	023	220	39	37	95%
Integrated Science	024	220	57	56	98%
Integrated Social Studies	025	220	237	220	93%
Marketing	026	220	N<10	N<10	N/A
Mathematics	027	220	176	165	94%
Middle Grades English Language Arts	028	220	305	296	97%

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Middle Grades Science	029	220	307	289	94%
Middle Grades Mathematics	030	220	364	342	94%
Middle Grades Social Studies	031	220	310	298	96%
Music	032	220	206	200	97%
Physical Education	034	220	73	66	90%
Physics	035	220	11	10	91%
Special Education	043	220	757	727	96%
Special Education Specialist: Deaf/Hard of Hearing	044	220	N<10	N<10	N/A
Technology Education Subtest I	046	220	N<10	N<10	N/A
Technology Education Subtest II	047	220	N<10	N<10	N/A
Theater	048	220	N<10	N<10	N/A
Foundations of Reading	090	220	415	365	88%

Praxis II Assessments

Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Education of Young Children	0021	166	N<10	N<10	N/A
Middle School Mathematics	0069	143	N<10	N<10	N/A
Social Studies Content Knowledge	0081	157	N<10	N<10	N/A
Middle School Social Studies	0089	151	N<10	N<10	N/A
Music Content Knowledge	0113	154	N<10	N<10	N/A
SE Core Knowledge & Applications	0354	145	N<10	N<10	N/A
Middle School Science	0439	144	N<10	N<10	N/A
Princ Learning and Teaching Early Child	0521	166	N<10	N<10	N/A

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Assessment	Test Code	Qualifying Score	# Taking Test	# Passing Test	Ohio Pass Rate
Princ Learning and Teaching 5-9	0523	168	N<10	N<10	N/A
Princ Learning and Teaching 7-12	0524	165	N<10	N<10	N/A
Princ Learning and Teaching Early Child II	0621	157	N<10	N<10	N/A
Princ Learning and Teaching 5-9 II	0623	160	N<10	N<10	N/A
Princ Learning and Teaching 7-12 II	0624	157	N<10	N<10	N/A
Mathematics Content Knowledge	5061	139	N<10	N<10	N/A
Se Core Knowledge & Applications CBT	5354	145	N<10	N<10	N/A
Princ Learning And Teaching K-6 CBT	5622	160	N<10	N<10	N/A
Princ Learning And Teaching 5-9 CBT	5623	160	N<10	N<10	N/A
Princ Learning And Teaching 7-12 CBT	5624	157	N<10	N<10	N/A

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Ohio Principal Licensure Examination Pass Rates

Reporting Period from Sept 1, 2017 to Aug 31, 2018
(Data Source: Ohio Educator Preparation Providers)

Description of Data:

Ohio requires that principal candidates pass the requisite state examination to be recommended for licensure. The 2017-2018 program completer pass rates are reported by each Ohio educator preparation provider.

Principal Licensure Test		
Completers Tested	Completers Passed	Pass Rate
964	848	88%

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Value-Added Data for Students Taught by Teachers
Prepared by Ohio Educator Preparation Providers

Reporting Period from Sept 1, 2017 to Aug 31, 2018
 (Data Source: Ohio Department of Education Approved
 Vendors within SAS® EVAAS® Value-Added Models)

Description of Data:

Ohio's value-added data system provides information on student academic gains. As a vital component of Ohio's accountability system, districts and educators have access to an extensive array of diagnostic data through the Education Value-Added Assessment System (EVAAS). Schools can demonstrate through value-added data that many of their students are achieving significant progress. Student growth measures also provide students and parents with evidence of the impact of their efforts. Educators and schools further use value-added data to inform instructional practices.

Limitations of the Value-Added Data:

1. The information in the report is for those individuals receiving their licenses with effective years of, 2014, 2015, 2016, and 2017.
2. The value-added data in this report are those reported by Ohio's Education Value-Added Assessment System (EVAAS) based on Elementary and Middle School Tests (Grades 4-8) and End-of-Course Tests for high school credit.
3. For Educator Preparation Providers with fewer than 10 linked teachers or principals with value-added data, only the number (N) is reported.

Teacher Preparation Programs

Initial Licensure Effective Years 2014, 2015, 2016, 2017		Associated Value-Added Classifications				
Employed as Teachers	Teachers with Value-Added Data	Most Effective	Above Average	Average	Approaching Average	Least Effective
10310	3807	N=677 18%	N=369 10%	N=1181 31%	N=594 16%	N=986 26%

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Demographic Information for Schools where Teachers with Value-Added Data Serve

Teachers Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=1047	N=1075	N=111	N=1542	N=32
28%	28%	3%	41%	<1%

Teachers Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=310	N=3454	N=11	N=2	N=27	N=3
8%	92%	<1%	<1%	<1%	<1%

Teachers Serving by Overall Letter Grade of Building Value-Added

A	B	C	D	F	NR
N=1373	N=173	N=402	N=179	N=1634	N=46
36%	5%	11%	5%	43%	1%

Teachers Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=962	N=1099	N=904	N=808	N=34
25%	29%	24%	21%	<1%

Teachers Serving by Poverty Level by Quartiles

High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=872	N=1048	N=988	N=867	N=32
23%	28%	26%	23%	<1%

* Due to the preliminary nature of the data and staffing at ESC/district level, certain demographic variables have not been reported for some schools.

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Principal Preparation Programs

Initial Licensure Effective Years 2014, 2015, 2016, 2017		Principals Serving by Letter Grade of Overall Building Value-Added				
Employed as Principals	Principals with Value-Added Data	A	B	C	D	F
304	272	N=102 38%	N=22 8%	N=35 13%	N=17 6%	N=96 35%

Demographic Information for Schools where Principals with Value-Added Data Serve

Principals Serving by School Level

Elementary School	Middle School	Junior High School	High School	No School Level
N=162	N=44	N=8	N=58	N/A
60%	16%	3%	21%	N/A

Principals Serving by School Type

Community School	Public School	STEM School	Educational Service Center	Career-Tech	No School Type
N=9	N=260	N=3	N/A	N/A	N/A
3%	97%	1%	N/A	N/A	N/A

Principals Serving by Overall Letter Grade of School

A	B	C	D	F	NR
N=14	N=88	N=85	N=63	N=22	N/A
5%	32%	31%	23%	8%	N/A

Principals Serving by Minority Enrollment by Quartiles

High Minority	Medium-High Minority	Medium-Low Minority	Low Minority	No Minority Quartile
N=60	N=59	N=63	N=90	N/A
22%	22%	23%	33%	N/A

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Principals Serving by Poverty Level by Quartiles				
High Poverty	Medium-High Poverty	Medium-Low Poverty	Low Poverty	No Poverty Quartile
N=67	N=70	N=85	N=50	N/A
25%	26%	31%	18%	N/A

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Candidate Academic Measures

Reporting Period from Sept 1, 2017 to Aug 31, 2018
(Data Source: Ohio Educator Preparation Providers; Statewide
Weighted Means Calculated by Ohio Department of Higher Education)

Description of Data:

The data in this section are the average scores of candidates on academic measures reported by the provider. If a measure is not applicable to a level of delivery (undergraduate, post-baccalaureate, graduate) the table reflects "N/A". In the "Dispositional Assessments and Other Measures" portion, if the provider did not indicate using a measure, OR if the institution does not offer a program at the designated level of delivery, the table reflects "N".

Teacher Preparation Programs

U=Undergraduate P=Post-Baccalaureate G=Graduate

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
GPA - Undergraduate	0.00-4.00	U=3843 P=408 G=863	U=3.44 P=3.49 G=3.38	U=12720 P=1023 G=1667	U=3.41 P=3.48 G=3.43	U=3264 P=363 G=620	U=3.52 P=3.58 G=3.61
GPA - High School	0.00-4.00	U=510 P=N/A G=N/A	U=3.37 P=N/A G=N/A	U=849 P=N/A G=N/A	U=3.41 P=N/A G=N/A	U=294 P=N/A G=N/A	U=3.41 P=N/A G=N/A
GPA - Transfer	0.00-4.00	U=132 P=N/A G=N/A	U=3.39 P=N/A G=N/A	U=358 P=N/A G=N/A	U=3.38 P=N/A G=N/A	U=163 P=N/A G=N/A	U=3.46 P=N/A G=N/A
GPA - Graduate	0.00-4.00	U=N/A P=N/A G=160	U=N/A P=N/A G=3.83	U=N/A P=N/A G=294	U=N/A P=N/A G=3.78	U=N/A P=N/A G=90	U=N/A P=N/A G=3.9
ACT Composite Score	1-36	U=1751 P=41 G=75	U=24.21 P=24.08 G=25.05	U=6222 P=149 G=100	U=25.69 P=24.25 G=24.94	U=1619 P=54 G=70	U=24.05 P=24 G=25.63
ACT Math Subscore	1-36	U=950 P=21 G=93	U=23.64 P=25.71 G=24.41	U=2259 P=29 G=140	U=23.4 P=25.91 G=23.76	U=620 P=18 G=70	U=24.18 P=25.47 G=25.29
ACT Reading Subscore	1-36	U=872 P=13 G=72	U=25.57 P=29.61 G=26.72	U=2113 P=26 G=103	U=25.16 P=29 G=25.97	U=594 P=11 G=63	U=25.58 P=29.45 G=26.77
ACT English Subscore	1-36	U=944 P=21 G=79	U=24.07 P=27.39 G=25.68	U=2066 P=28 G=100	U=23.84 P=27.7 G=24.95	U=621 P=19 G=65	U=24.56 P=27.26 G=25.86
SAT Composite Score	600-2400	U=207 P=N<10 G=N<10	U=1125.82 P=N<10 G=N<10	U=483 P=16 G=N<10	U=1173.92 P=1112.5 G=N<10	U=213 P=N<10 G=N<10	U=1255.41 P=N<10 G=N<10
SAT Quantitative Subscore	200-800	U=98 P=N<10 G=20	U=588.58 P=N<10 G=624.02	U=302 P=30 G=23	U=558.13 P=549.34 G=591.75	U=98 P=N<10 G=15	U=564.42 P=N<10 G=634.02
SAT Verbal Subscore	200-800	U=91 P=N<10 G=19	U=584.75 P=N<10 G=625.79	U=273 P=24 G=21	U=549.2 P=552.51 G=605.23	U=91 P=N<10 G=14	U=559.1 P=N<10 G=620.73
SAT Writing Subscore	2-12	U=72 P=N<10 G=14	U=578.6 P=N<10 G=630.03	U=221 P=23 G=12	U=533.76 P=551.74 G=634.21	U=63 P=N<10 G=12	U=541.58 P=N<10 G=631.64
Praxis I Reading	150-190	U=N<10 P=N<10 G=N/A	U=N<10 P=N<10 G=N/A	U=66 P=N<10 G=N/A	U=177.51 P=N<10 G=N/A	U=60 P=N<10 G=N/A	U=177.23 P=N<10 G=N/A
Praxis I Math	150-190	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=84 P=N<10 G=N<10	U=178.03 P=N<10 G=N<10	U=72 P=N<10 G=N<10	U=177.11 P=N<10 G=N<10

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		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
Praxis I Writing	150-190	U=N<10 P=N<10 G=N<10	U=N<10 P=N<10 G=N<10	U=69 P=N<10 G=N<10	U=174.17 P=N<10 G=N<10	U=61 P=N<10 G=N<10	U=174.35 P=N<10 G=N<10
Praxis II	100-990	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A	U=N/A P=N/A G=N/A
GRE Composite Score	0-346	U=N/A P=N<10 G=78	U=N/A P=N<10 G=306.33	U=N/A P=N<10 G=156	U=N/A P=N<10 G=301.51	U=N/A P=N<10 G=63	U=N/A P=N<10 G=301.5
GRE Verbal Subscore	130-170	U=N/A P=N<10 G=59	U=N/A P=N<10 G=157.09	U=N/A P=N<10 G=105	U=N/A P=N<10 G=149.31	U=N/A P=N<10 G=56	U=N/A P=N<10 G=154.95
GRE Quantitative Subscore	130-170	U=N/A P=N<10 G=59	U=N/A P=N<10 G=152.39	U=N/A P=N<10 G=105	U=N/A P=N<10 G=144.68	U=N/A P=N<10 G=56	U=N/A P=N<10 G=150.93
GRE Writing Subscore	0-6	U=N/A P=N<10 G=59	U=N/A P=N<10 G=4.13	U=N/A P=N<10 G=104	U=N/A P=N<10 G=3.77	U=N/A P=N<10 G=56	U=N/A P=N<10 G=3.83
MAT	200-600	U=N/A P=N/A G=12	U=N/A P=N/A G=406	U=N/A P=N/A G=60	U=N/A P=N/A G=396.1	U=N/A P=N/A G=19	U=N/A P=N/A G=386
Praxis CORE Reading	100-200	U=559 P=39 G=15	U=176.72 P=184.15 G=171.8	U=1418 P=108 G=17	U=177.12 P=183.77 G=172.2	U=396 P=45 G=14	U=176.49 P=185.71 G=173.1
Praxis CORE Math	100-200	U=605 P=41 G=16	U=166.56 P=167.17 G=160	U=1446 P=103 G=29	U=166.64 P=169.47 G=168.26	U=398 P=43 G=14	U=167.25 P=174.74 G=158.11
Praxis CORE Writing	100-200	U=544 P=38 G=N<10	U=168.25 P=171.92 G=N<10	U=1409 P=111 G=10	U=168.92 P=170.08 G=168.8	U=377 P=48 G=10	U=169.47 P=170.38 G=168

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Principal Preparation Programs

		Candidates Admitted		Candidates Enrolled		Candidates Completing	
Academic Measure	Possible Score Range	Number Admitted	Average Score	Number Enrolled	Average Score	Number Completed	Average Score
GPA - Undergraduate	0.00-4.00	674	3.51	1212	3.5	480	3.55
GPA - High School	0.00-4.00	N/A	N/A	N/A	N/A	N/A	N/A
GPA - Transfer	0.00-4.00	N/A	N/A	N/A	N/A	N/A	N/A
GPA - Graduate	0.00-4.00	309	3.8	787	3.83	245	3.84
ACT Composite Score	1-36	12	23.2	21	24.3	11	25.6
ACT Math Subscore	1-36	12	23.2	21	22.8	11	24
ACT Reading Subscore	1-36	11	23.8	19	26.5	11	27.7
ACT English Subscore	1-36	12	23.8	21	25.3	11	26
SAT Composite Score	600-2400	N/A	N/A	N/A	N/A	N/A	N/A
SAT Quantitative Subscore	200-800	N<10	N<10	N<10	N<10	N<10	N<10
SAT Verbal Subscore	200-800	N<10	N<10	N<10	N<10	N<10	N<10
SAT Writing Subscore	2-12	N<10	N<10	N<10	N<10	N/A	N/A
Praxis I Reading	150-190	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Math	150-190	N/A	N/A	N/A	N/A	N/A	N/A
Praxis I Writing	150-190	N/A	N/A	N/A	N/A	N/A	N/A
Praxis II	100-990	N/A	N/A	N/A	N/A	N/A	N/A
GRE Composite Score	0-346	38	296.68	90	291.47	27	295.6
GRE Verbal Subscore	130-170	12	149.3	20	152.2	N<10	N<10
GRE Quantitative Subscore	130-170	12	146.7	20	147.9	N<10	N<10
GRE Writing Subscore	0-6	10	3.9	17	4.3	N<10	N<10
MAT	200-600	N/A	N/A	N/A	N/A	N/A	N/A
Praxis CORE Reading	100-200	N/A	N/A	N/A	N/A	N/A	N/A
Praxis CORE Math	100-200	N/A	N/A	N/A	N/A	N/A	N/A
Praxis CORE Writing	100-200	N/A	N/A	N/A	N/A	N/A	N/A

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Pre-Service Teacher Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018

Description of Data:

To gather information on student satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio candidates receive an invitation to complete the survey during their professional internship (student teaching). The results of this survey are reflected here. A total of 3,451 respondents completed the survey statewide for a response rate of 74 percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	State Average	Standard Deviation
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.50	0.55
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.32	0.64
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.34	0.68
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.46	0.62
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.41	0.65
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.64	0.54
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.46	0.64
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.48	0.62
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.53	0.59
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.44	0.68
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.37	0.66
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.59	0.56
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.31	0.77
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.54	0.59
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.55	0.62

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No.	Question	State Average	Standard Deviation
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.67	0.53
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.54	0.60
18	My teacher licensure program prepared me to communicate high expectations for all students.	3.62	0.54
19	My teacher licensure program prepared me to understand students' diverse cultures, language skills, and experiences.	3.51	0.63
20	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.73	0.48
21	My teacher licensure program prepared me to use technology to enhance teaching and student learning.	3.42	0.69
22	My teacher licensure program prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.51	0.62
23	My teacher licensure program collected evidence of my performance on multiple measures to monitor my progress.	3.52	0.63
24	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.23	0.79
25	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.08	0.81
26	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.00	0.86
27	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.35	0.73
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.21	0.78
29	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.59	0.57
30	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.93	0.87
31	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.67	0.56
32	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.42	0.77
33	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.68	0.55
34	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.65	0.58
35	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.62	0.62
36	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.52	0.63
37	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.50	0.63

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No.	Question	State Average	Standard Deviation
38	My teacher licensure program provided opportunities to work with diverse teachers.	3.26	0.78
39	My teacher licensure program provided opportunities to interact with diverse faculty.	3.31	0.76
40	My teacher licensure program provided opportunities to work and study with diverse peers.	3.34	0.73
41	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.63	0.56
42	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.51	0.65
43	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.63	0.57
44	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.53	0.63
45	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.54	0.62
46	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.63	0.59
47	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.42	0.71
48	My teacher licensure program provided opportunities to voice concerns about the program.	3.20	0.87
49	My teacher licensure program provided advising to facilitate progression to program completion.	3.41	0.72

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Statewide Survey of OHIO Resident Educators'
Reflections on their Educator Preparation Program

Reporting Period from Sept 1, 2017 to Aug 31, 2018

(Data Source: Ohio Department of Higher Education administered survey of Ohio Resident Educators)

Description of Data:

To gather information on alumni satisfaction with the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education administers a survey aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. All Ohio Resident Educators who completed their preparation in Ohio receive an invitation to complete the survey in the fall semester as they enter Year 2 of the Resident Educator program. A total of 305 respondents completed the survey statewide for a response rate of eight percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	State Average	Standard Deviation
1	My teacher licensure program prepared me with knowledge of research on how students learn.	3.48	0.56
2	My teacher licensure program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	3.18	0.72
3	My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach.	3.32	0.74
4	My teacher licensure program prepared me to identify instructional strategies appropriate to my content area.	3.37	0.63
5	My teacher licensure program prepared me to understand the importance of linking interdisciplinary experiences.	3.32	0.69
6	My teacher licensure program prepared me to align instructional goals and activities with Ohio's academic content standards, including Ohio's Learning Standards.	3.53	0.62
7	My teacher licensure program prepared me to use assessment data to inform instruction.	3.40	0.71
8	My teacher licensure program prepared me to clearly communicate learning goals to students.	3.41	0.63
9	My teacher licensure program prepared me to apply knowledge of how students learn, to inform instruction.	3.47	0.63
10	My teacher licensure program prepared me to differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.	3.28	0.76
11	My teacher licensure program prepared me to identify strategies to increase student motivation and interest in topics of study.	3.24	0.75
12	My teacher licensure program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	3.43	0.60
13	My teacher licensure program prepared me to use strategies for effective classroom management.	3.06	0.88
14	My teacher licensure program prepared me to communicate clearly and effectively.	3.46	0.61

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No.	Question	State Average	Standard Deviation
15	My teacher licensure program prepared me to understand the importance of communication with families and caregivers.	3.41	0.68
16	My teacher licensure program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.58	0.59
17	My teacher licensure program prepared me to use a variety of diagnostic, formative, and summative assessments.	3.42	0.67
18	My teacher licensure program prepared me prepared me to understand students' diverse cultures, language skills, and experiences.	3.34	0.68
19	My teacher licensure program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	3.59	0.57
20	My teacher licensure program prepared me prepared me to use technology to enhance teaching and student learning.	3.28	0.72
21	My teacher licensure program prepared me prepared me to collaborate with colleagues and members of the community when and where appropriate.	3.41	0.65
22	My teacher licensure program prepared me collected evidence of my performance on multiple measures to monitor my progress.	3.36	0.69
23	My teacher licensure program provided me with knowledge of the Ohio Licensure Program standards for my discipline (e.g. NAEYC, CEC, NCTM).	3.14	0.84
24	My teacher licensure program provided me with knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	3.03	0.92
25	My teacher licensure program provided me with knowledge of the requirements for the Resident Educator License.	3.03	0.92
26	My teacher licensure program provided me with knowledge of the Ohio Standards for the Teaching Profession.	3.24	0.77
27	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	3.11	0.84
28	My teacher licensure program provided me with knowledge of the Ohio Academic Content Standards, including Ohio's Learning Standards.	3.44	0.66
29	My teacher licensure program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	2.73	0.92
30	My teacher licensure program provided field experiences that supported my development as an effective educator focused on student learning.	3.55	0.64
31	My teacher licensure program provided field experiences in a variety of settings (urban, suburban, and rural).	3.30	0.79
32	My teacher licensure program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	3.53	0.65
33	My teacher licensure program provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	3.51	0.72
34	My teacher licensure program provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	3.51	0.70
35	My teacher licensure program provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	3.31	0.74
36	My teacher licensure program provided opportunities to understand students' diverse cultures, languages, and experiences.	3.38	0.71

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No.	Question	State Average	Standard Deviation
37	My teacher licensure program provided opportunities to work with diverse teachers.	3.18	0.81
38	My teacher licensure program provided opportunities to interact with diverse faculty.	3.22	0.78
39	My teacher licensure program provided opportunities to work and study with diverse peers.	3.29	0.70
40	Overall, the faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	3.55	0.60
41	Overall, the faculty in my teacher licensure program used effective teaching methods that helped promote learning.	3.46	0.63
42	Overall, the faculty in my teacher licensure program modeled respect for diverse populations.	3.55	0.57
43	Overall, the faculty in my teacher licensure program integrated diversity-related subject matter within coursework.	3.41	0.68
44	Overall, the faculty in my teacher licensure program used technology to facilitate teaching and learning.	3.40	0.66
45	Overall, the faculty in my teacher licensure program conducted themselves in a professional manner.	3.59	0.57
46	My teacher licensure program provided clearly articulated policies published to facilitate progression to program completion.	3.33	0.68
47	My teacher licensure program provided opportunities to voice concerns about the program.	3.13	0.84
48	My teacher licensure program provided advising to facilitate progression to program completion.	3.31	0.72
49	My teacher licensure program provided prepared me with the knowledge and skills necessary to enter the classroom as a Resident Educator.	3.27	0.74

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Ohio Educator Preparation Provider Performance Report
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Principal Intern Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018
 Results of Ohio Department of Higher Education Survey of Ohio Principal Interns

Description of Data:

To gather information the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. A total of 450 respondents completed the survey statewide for a response rate of 44 percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	State Average	Standard Deviation
1	My program prepared me to lead and facilitate continuous improvement efforts within a school building setting.	3.55	0.60
2	My program prepared me to lead the processes of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.54	0.61
3	My program prepared me to anticipate, monitor, and respond to educational developments affecting the school and its environment.	3.53	0.62
4	My program prepared me to lead instruction.	3.47	0.63
5	My program prepared me to ensure the instructional content being taught is aligned with the academic standards (e.g. national, Common Core, state) and curriculum priorities of the school and district.	3.48	0.63
6	My program prepared me to ensure effective instructional practices meet the needs of all students at high levels of learning.	3.50	0.63
7	My program prepared me to encourage and facilitate effective use of data by self and staff.	3.56	0.61
8	My program prepared me to advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.	3.57	0.61
9	My program prepared me to encourage and facilitate effective use of research by self and staff.	3.50	0.62
10	My program prepared me to support staff in planning and implementing research-based professional development and instructional practices.	3.51	0.63
11	My program prepared me to establish and maintain procedures and practices supporting staff and students with a safe environment conducive to learning.	3.57	0.59
12	My program prepared me to establish and maintain a nurturing school environment addressing the physical and mental health needs of all.	3.49	0.66
13	My program prepared me to allocate resources, including technology, to support student and staff learning.	3.44	0.62
14	My program prepared me to uphold and model professional ethics; local, state, and national policies; and, legal codes of conduct	3.60	0.58
15	My program prepared me to share leadership with staff, students, parents, and community members.	3.64	0.57
16	My program prepared me to establish effective working teams and developing structures for collaboration between teachers and educational support personnel.	3.59	0.59

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No.	Question	State Average	Standard Deviation
17	My program prepared me to foster positive professional relationships among staff.	3.64	0.57
18	My program prepared me to support and advance the leadership capacity of educators.	3.59	0.58
19	My program prepared me to utilize good communication skills, both verbal and written, with all stakeholder audiences.	3.64	0.56
20	My program prepared me to connect the school with the community through print and electronic media.	3.42	0.65
21	My program prepared me to involve parents and communities in improving student learning.	3.50	0.63
22	My program prepared me to use community resources to improve student learning.	3.45	0.64
23	My program prepared me to establish expectations for using culturally responsive practices that acknowledge and value diversity.	3.50	0.63

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Principal Internship Mentor Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018
 Results from Ohio Department of Education Survey of Individuals Mentoring Ohio Principal Interns

Description of Data:

To gather information the quality of preparation provided by their educator preparation programs, the Ohio Department of Higher Education distributes a survey to individuals who serve as mentors to Ohio principal interns. Questions on the survey are aligned with the Ohio Standards for Principals, Ohio licensure requirements, and elements of national accreditation. A total of 174 respondents completed the survey statewide for a response rate of 19 percent.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	State Average	Standard Deviation
1	The principal preparation program prepared the school leader candidate to understand leading and facilitating continuous improvement efforts within a school building setting.	3.33	0.54
2	The principal preparation program prepared the school leader candidate to understand leading the process of setting, monitoring, and achieving specific and challenging goals for all students and staff.	3.33	0.54
3	The principal preparation program prepared the school leader candidate to understand anticipating, monitoring, and responding to educational developments affecting the school and its environment.	3.32	0.55
4	The principal preparation program prepared the school leader candidate to understand ensuring the instructional content being taught is aligned with the academic standards (i.e., national, Common Core, state) and curriculum priorities of the school and district.	3.39	0.58
5	The principal preparation program prepared the school leader candidate to understand Ensuring effective instructional practices that meet the needs of all students at high levels of learning.	3.39	0.58
6	The principal preparation program prepared the school leader candidate to understand advocating for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.	3.39	0.60
7	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of data by self and staff.	3.46	0.58
8	The principal preparation program prepared the school leader candidate to understand encouraging and facilitating effective use of research by self and staff.	3.35	0.56
9	The principal preparation program prepared the school leader candidate to understand supporting staff in planning and implementing research-based professional development.	3.33	0.57
10	The principal preparation program prepared the school leader candidate to understand establishing and maintaining procedures and practices supporting staff and students with a safe environment conducive to learning.	3.45	0.57
11	The principal preparation program prepared the school leader candidate to understand establishing and maintaining a nurturing school environment addressing the physical and mental health needs of all.	3.45	0.58
12	The principal preparation program prepared the school leader candidate to understand allocating resources, including technology, to support student and staff learning.	3.39	0.56
13	The principal preparation program prepared the school leader candidate to understand upholding and modeling professional ethics; local, state, and national policies; and, legal codes of conduct.	3.53	0.58

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No.	Question	State Average	Standard Deviation
14	The principal preparation program prepared the school leader candidate to understand connecting the school with the community through print and electronic media.	3.30	0.58
15	The principal preparation program prepared the school leader candidate to understand involving parents and communities in improving student learning.	3.35	0.56
16	The principal preparation program prepared the school leader candidate to understand using community resources to improve student learning.	3.28	0.57
17	The principal preparation program prepared the school leader candidate to understand establishing expectations for using culturally responsive practices that acknowledge and value diversity.	3.33	0.58
18	The school leader candidate's preparation program provided me with training on how to mentor the school leader candidate.	2.74	0.44
19	I participated in and/or accessed the provided mentor training and/or materials.	2.88	0.32
20	The training by the school leader's preparation program adequately prepared me to mentor the school leader candidate.	2.14	0.35

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Employer Perceptions of Ohio EPP Programs Survey Results

Reporting Period from Sept 1, 2017 to Aug 31, 2018

(Data Source: Ohio Department of Higher Education administered survey of Employers of Ohio Educators)

Description of Data:

To gather information on the quality of preparation provided by their educator preparation providers, the Ohio Department of Higher Education distributes a survey to employers of Ohio educators. Questions on the survey are aligned with Ohio's Learning Standards, Ohio licensure requirements, and elements of national accreditation. A total of 141 respondents completed the survey statewide.

1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

No.	Question	State Average	Standard Deviation
1	The institution prepares its graduates to understand student learning and development.	3.39	0.55
2	The institution prepares its graduates to respect the diversity of the students they teach.	3.43	0.58
3	The institution prepares its graduates to know and understand the content area for which they have instructional responsibility.	3.45	0.60
4	The institution prepares its graduates to understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.35	0.62
5	The institution prepares its graduates to be knowledgeable about assessment types, their purposes, and the data they generate.	3.22	0.61
6	The institution prepares its graduates to analyze data to monitor student progress and learning.	3.12	0.60
7	The institution prepares its graduates to use data to plan, differentiate, and modify instruction.	3.13	0.64
8	The institution prepares its graduates to align their instructional goals and activities with school and district priorities.	3.23	0.60
9	The institution prepares its graduates to differentiate instruction to support the learning needs of all students.	3.20	0.65
10	The institution prepares its graduates to treat students fairly and establish an environment that is respectful, supportive, and caring.	3.47	0.60
11	The institution prepares its graduates to maintain an environment that is conducive to learning for all students.	3.42	0.60
12	The institution prepares its graduates to communicate clearly and effectively.	3.38	0.58
13	The institution prepares its graduates to collaborate effectively with other teachers, administrators, and district staff.	3.38	0.60
14	The institution prepares its graduates to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.45	0.58
15	The institution prepares its graduates to assume responsibility for professional growth.	3.34	0.60

